



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYP2672HS
Course Name: Evangelism Remixed: Learning from Biblical Narratives of Conversion
Campus: St. George

Instructor Information

Instructor: Judy Paulsen
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Office Hours: Monday to Thursday

Course Prerequisites or Requisites

None.

Course Description

An introduction to the theology and practice of evangelism in contemporary North American society. We will look critically at different evangelistic practices in the light of biblical narratives of conversion, and consider how healthy evangelism is cultivated and lived out through the building of personal relationships, teaching, preaching, outreach and worship. Students will be introduced to the writings of key thinkers and practitioners of evangelism including: David Bosch, Lesslie Newbigin, Daryll Guder, Stanley Hauerwas, and Walter Breuggemann.

Course Methodology

Lectures, readings, in-class exercises, reading notes, book reviews, field work & an integrative paper.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)

• will discuss how the gospel transforms humanity;	In-class exercise, bible study project, integrative paper	MTS: 1.3, 1.6 MDiv: 1.3, 1.6
• will be able to clearly construct and describe, in language comprehensible to non-Christians,: (a) an overview of the Biblical story, (b) the gospel of Jesus Christ, and (c) the mission of the Church;	In-class exercises, bible study project, integrative paper	MTS: 1.1, 1.3, 2.1, 2.3 MDiv: 1.1, 1.3, 2.1, 2.3
• will employ and analyze a relational and contextual model of evangelism in contemporary society;	In-class exercise, bible study project, book review, integrative paper	MTS: 1.6, 2.1, 3.1 MDiv: 1.6, 2.1, 3.1
• will identify and interpret various components evident in evangelism as a process;	In-class exercise, bible study project, book review	MTS: 1.6, 2.1, 3.1 MDiv: 1.6, 2.1, 3.1
• will demonstrate use of a variety of practices and strategies for sharing the Christian faith (particularly through evangelistic teaching, evangelistic preaching, church planting, and the Fresh Expressions movement), and will assess how these relate to the life of established churches;	Integrative paper, book review	MTS: 1.6 MDiv: 1.6, 2.3, 2.4
• will construct several tools for sharing the faith in both individual and group settings.	Bible study project, Integrative paper	MTS: 2.1 MDiv: 2.1, 2.2, 2.3, 2.4

Course Resources

Required Course Texts

- Paul Chilcote & Lacey Warner, *The Study of Evangelism: Exploring a Missional Practice of the Church* (Grand Rapids: Eerdmans, 2008)—selections.
- Don Everts, Doug Schaupp & Val Gordon, *Breaking the Huddle: How Your Community Can Grow Its Witness* (Downers Grove, IL: Inter Varsity Press, 2016)
- **Either:** Francis Spufford, *Unapologetic*. (New York: Harper Collins, 2012) **OR** Holly Ordway, *Not God's Type* (San Francisco: Ignatius Press, 2014)

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the

website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.]

Class Schedule

Week 1 (January 3) The Experience of Evangelism.; A present malaise in the church; What we can learn from biblical and contemporary conversion stories.

Part I: Foundations

Week 2 (January 10) The conversion of the Ethiopian eunuch. What is the Gospel? What is mission?

- Reading notes due for *The Study of Evangelism*, chapters 2, 12 & 14.

Week 3 (January 17) The conversion of Andrew and Simon. What is the Church? What is discipleship?

- Book Review due on either *Not God's Type* (Ordway, 2014) or *Unapologetic* (Spufford, 2012).

Week 4 (January 24) The conversion of Cornelius. What is evangelism?

- Reading notes due for *The Study of Evangelism*, chapters 1, 3 & 4.

Week 5 (January 31) The conversion of Naaman. Why do Evangelism?

- Reading notes due for *The Study of Evangelism*, chapters 5, 6, & 9.

Week 6 (February 7) The conversion of a jailer. What are the connections between evangelism and ecclesial practices?

- Reading notes due for *The Study of Evangelism*, chapters 15, 17 & 18.

Week 7 (February 14) Reading Week.

Part II: Practices

Week 8 (February 21) The sending of the seventy two. How can we cultivate churches that are naturally evangelizing communities?

- Book Review due on *Breaking the Huddle* (Everts, Schaupp & Gordon, 2016).

Week 9 (February 28) The conversion of Samuel. Welcoming and Discipling Explorers, Young Families and their Children.

Week 10 (March 7) The conversion Saul (x3). Sharing the Good News: experiences of the Bible Study Project; Translation challenges.

- Bible Study Project due.

Week 11 (March 14) The conversion of Lydia. Evangelistic teaching

Week 12 (March 21) The conversion of three thousand. Evangelistic preaching.

Week 13 (March 28) The Great Commission revisited. The Mixed Economy of Church: established churches, church reboots, church planting, and Fresh Expressions of church

- Integrative Project due.

Evaluation

Requirements

1) *Reading notes: chapter summaries*

Write succinct chapter summaries for the selected chapters in *The Study of Evangelism*. These will be submitted in four sets, at the beginning of class on the dates on which these chapters will be discussed. The summary of each chapter should be approximately ½ page and include: (1) the primary thesis (one sentence), (2) 3 to 5 key ideas in bullet form, and (3) your response, and possible application (2 or 3 sentences).

Length: ½ to ¾ page for each chapter

Weight: 10%

Dates due:

Set #1 (ch. 2, 12 & 14), Jan. 10th

Set #2 (ch. 1, 3 & 4) Jan. 24th

Set #3 (ch. 5, 6 & 9) Jan. 31st

Set #4 (ch. 15, 17 & 18) Feb. 7th

2) *Critical Book Review #1*

Please read and report on *Unapologetic*, by Francis Spufford **or** *Not God's Type*, by Holly Ordway.

** Please see the **guidelines** (found below) for writing a critical book review.

Length: 1000 words

Weight: 10%

Date due: January 17th

3) *Critical Book Review #2*

Please read and report on *Breaking the Huddle*, by Everts, Schaupp & Gordon.

Length: 1000 words

Weight: 10 %

Date due: February 21st

4) *Bible Study Project*

Choose from the gospels three encounters Jesus had with people. Plan a short (30 to 45 minute) study on each passage and then invite one person you know, who isn't a Christian, to read and talk about these encounters with you. Write a paper based on the conversations that occurred during these studies.

The first part of the paper should briefly describe what passages you studied, why you chose these passages, and the questions you chose to discuss together. Next, reflect and comment on the conversation that occurred during each of these sessions. How did you feel they went? What was your friend's response? Were there surprises for you? What did you learn from the conversations? Say something about each of the studies.

Finally, reflect on these conversations in the light of the course material. ***Reports will be shared and discussed in class on February 28th.***

Length: 1500 words

Weight: 30%

Date due: March 7th

5) *Integrative Project*

This project will be a written compilation of **three parts**. In total it will be 14 pages long:

Part 1. Write a 5 page, double spaced, *sermon* to be given at the funeral for a twenty-something (sporadically attending) member of your church killed in a car accident, whose funeral will be attended by many of their *non-Christian* friends.

Part 2. Devoting 2 pages per session, plan *three evening sessions* for *members of your church* wanting to learn better how to share the Christian faith.

Describe your pedagogical approach (i.e. Lecture, bible study, prayer, discussion, reflective exercise, case-study, role play) and tools (i.e. narratives, a/v aids, packaged programs), and a lesson plan for each session that includes learning goals (i.e. Linking prayer and evangelism), key points, biblical texts, exercises.

Part 3. Write a 3 page *lesson plan for a 2 hour grade 11 comparative religions class* at which you will present the most central aspects of the Christian faith to a classroom of *predominantly unchurched teenagers*. Describe your learning goals, pedagogical approach, tools, key points, biblical texts and exercises.

Length: approximately 3500 words (14 pages)

Weight: 40%

Date due: March 28th

****Guidelines for writing a critical book review (4 to 4 1/2 pages)**

1. Begin by writing a succinct summary of the author's key thesis. If you had to describe in one or two sentences what this book is about, how would you express that in your own words? This section would typically be about 1/2 a typewritten page, and will give the reader a roadmap for where you'll be taking them in the report.
2. Follow this with a description of the most important key ideas the author presents and discusses, in support of their central thesis. What are the essential ideas presented? You would normally touch on at least four or five key ideas. This section should typically comprise 1 1/2 to 2 pages.
3. Next you need to reflect critically and engage with the author's key ideas. *What* is your assessment (agreement or disagreement) with what you have read, and more importantly, *why* did you come to this assessment? Be sure to devote greater emphasis to the second part of this question. This section should typically comprise 1 to 1 1/2 pages.
4. Finally, reflect critically on how the ideas you've engaged with have impacted you, both personally and corporately. How has what you've read changed, enriched, stretched you? How will it impact your ministry in the Church? This section should typically comprise 1 page, and should end with a short concluding paragraph.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR Designates credit; has no numerical equivalent or grade point value

NCR Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation

SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Bibliography

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- Everts, Don and Doug Schaupp & Val Gordon. *Breaking the Huddle: How Your Community Can Grow Its Witness*. Downers Grove: Inter Varsity Press 2016.
- Fulwiler, Jennifer. *Something Other Than God: How I Passionately Sought Happiness & Accidentally Found It*. San Francisco: Ignatius Press, 2014.
- Hunter, George G. III. *The Celtic Way of Evangelism: How Christianity Can Reach the West Again*. Nashville: Abingdon 2000.
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- Ordway, Holly. *Not God's Type: An Atheist Academic Lays Down Her Arms*. San Francisco: Ignatius Press, 2014.
- Pippert, Rebecca Manley. *Out of the Saltshaker and into the World: Evangelism as a Way of Life*. Downers Grove: InterVarsity Press, 25th anniversary edition, 1999.
- Reese, Martha Grace. *Unbinding the Gospel: Real Life Evangelism*. St Louis MO: Chalice Press 2007.
- Richardson, Rick. *Reimagining Evangelism: Inviting Friends on a Spiritual Journey*. Downers Grove: InterVarsity Press 2006.
- Spufford, Francis. *Unapologetic*. New York: Harper Collins, 2012.
- Stackhouse, John G. *Humble Apologetics: Defending the Faith Today*. Oxford: Oxford University Press 2002.
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- Teasdale, Mark R. *Evangelism for Non-Evangelists: Sharing the Gospel Authentically*. Downers Grove: Inter Varsity Press, 2016.
- Thiessen, Elmer John . *The Ethics of Evangelism: A Philosophical Defence of Ethical Proselytizing and Persuasion*. Downers Grove: InterVarsity Press, 2010.